May 21-22, 2019
I Hotel and Conference Center
University of Illinois at Urbana-Champaign
conferences.illinois.edu/fsi

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WELCOME TO FSI!

MISSION

FSIs mission centers on the convergence between best practices in teaching and the effective use of educational technologies. The goal of the conference is to bring together faculty members and instructional-technology professionals from Illinois and the surrounding regions to share their ideas and experiences across a broad spectrum of instructor-student interactions, from face-to-face to technology-mediated.

FSI promotes professional improvement in five core practices:
- Teaching skills and strategies for student engagement, collaboration, and assessment
- Effective uses of technology in teaching and learning
- Evaluation of teaching methods and course design
- Collaboration and planning across the campus for student success
- Research on learning outcomes and emerging technologies


- Adapt – We are adapting to the changes across higher education. From student needs to budget climates to accreditation to the value of education in general.
- Evolve – We will be evolving our teaching styles to match changes in learning. We will be evolving our conferences, professional development, and outreach to demonstrate our value in this changing environment.
- Engage – How do we engage our students where they are? How do we engage our campuses to understand the changes that are impacting higher education? What strategies can we use to engage both internal and external stakeholders to help in these changing times?

Check out the “Recharge Room” (Chancellor Ballroom)... Visit with exhibitors, view the posters, grab some refreshments, network with fellow attendees, and charge your devices.

Note: Conference attendees may be photographed or filmed.
## FSI Master Schedule Grid

**Tuesday, May 21**

<table>
<thead>
<tr>
<th>Time</th>
<th>Technology Room</th>
<th>Innovation Room</th>
<th>Humanities Room</th>
<th>Alma Mater Room</th>
<th>Knowledge Room</th>
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<tbody>
<tr>
<td>9:00-11:30 am</td>
<td>Pre-Conference</td>
<td>Workshops</td>
<td>Advance registration required</td>
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<tr>
<td>11:45 am-1:15 pm</td>
<td>Welcome Lunch</td>
<td>Keynote Speaker</td>
<td>Dr. Colin Suchland (K1) - Illinois Ballroom</td>
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<tr>
<td>1:30-2:15 pm</td>
<td>Concurrent Sessions I</td>
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<tr>
<td>2:30-3:15 pm</td>
<td>Concurrent Sessions II</td>
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<td>3:30-4:15 pm</td>
<td>Concurrent Sessions III</td>
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<tr>
<td>4:30-5:15 pm</td>
<td>Concurrent Sessions IV</td>
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<tr>
<td>5:30 pm</td>
<td>Dinner on your own (Committee will coordinate groups for local restaurants.)</td>
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**Wednesday, May 22**

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<th>Time</th>
<th>Technology Room</th>
<th>Quad Room</th>
<th>Humanities Room</th>
<th>Alma Mater Room</th>
<th>Knowledge Room</th>
<th>Lincoln Room</th>
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<tr>
<td>8:30-9:15 am</td>
<td></td>
<td>Room available for networking</td>
<td>17. Managing Online Course Development with Quality Matters (Nazeem/Olenn) Beginner</td>
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<tr>
<td>10:15-11:30 am</td>
<td>Visit with Exhibitors and View Posters - &quot;Recharge Room&quot; (Chancellor Ballroom)</td>
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<td>11:30 am-1:00 pm</td>
<td>Networking Lunch and Keynote Speaker Dr. Alison Dobbleday (K2) - Illinois Ballroom</td>
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<td>1:15-2:00 pm</td>
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<td>27. Theoretical and Practical Considerations for the Development and Use of Serious Games in Health Professions Education (Stapleton/Bauman/Kachur) Beginner</td>
<td></td>
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<td>32. Teaching with Mersive Solstice Pods (Whiteaker/Doran) Drop-in Session Beginner</td>
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<tr>
<td>3:15-4:00 pm</td>
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<td>36. Organizing for Feedback: Student Submissions in Blackboard and OneNote (Russell) Intermediate</td>
<td></td>
<td></td>
<td>Room available for networking</td>
<td>39. Slack: Using a Startup Work Flow Tool to Organize Transdisciplinary Medical Research (Bennett, et al.) Beginner</td>
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There is a designated time for attendees to view posters and visit with exhibitors on Wednesday from 10:15-11:30 am in the "Recharge Room" (Chancellor Ballroom).
POSTERS

P1. Illinois Distributed Museum Interns: Digital Learning and Engaging Public Audiences (Allen)
P2. Risk Tolerance and Cheap Talk in the College Classroom (Boerngen)
P3. Guideline to Design Accessible MOOC Materials (Choo/Gosai/Ing/Kelly/Sanaullah/Shepherd)
P4. ALC & Me? (Dallas/Brantley/Bruns)
P5. Technology in Healthcare, Research and Education (Dvorkin/Cohen/Shapiro)
P6. Assessing Opportunities for an Equine Science and Management Program (Earing/Kibler/Camp/Thompson)
P7. Adapting LAS Education to Meet 21st Century Needs (Rome/Pellegrini)
P8. Using Wikipedia in the College Classroom to Teach Writing and Editing (Shemberger)
P9. Building & Leveraging an Educational Technology Community (King/Mock/Yfantis)

Posters presenters should plan to have their poster set up in the "Recharge Room" (Chancellor Ballroom) for both days of the conference. Posters can be set up beginning at 10:00 am on Tuesday, and they must be removed by 4:15 pm on Wednesday.

EXHIBITORS

Adobe
Blackboard
Desire2Learn (D2L)
Haworth
McGraw Hill Higher Education
Mersive

Exhibitors should plan to have their table set up in the "Recharge Room" (Chancellor Ballroom) for both days of the conference. Exhibits can be set up beginning at 8:30 am on Tuesday, and they must be removed by 4:15 pm on Wednesday.
Thank you to all of our committee members who have generously donated their time in support of the conference!

Co-chair: Mfon Akpan, National Louis University
Co-chair: Robert Baird, University of Illinois at Urbana-Champaign
Emily Boles, University of Illinois Springfield
Kee Chan, University of Illinois at Chicago
Nicole (Niki) Davis, Southern Illinois University Carbondale
Chad Dennis, Western Illinois University
JP Dunn, Southern Illinois University Carbondale
Ed Garay, University of Illinois at Chicago
Jim Gee, Illinois State University
Fatenah Issa, Orbis Education
Mitch Kage, University of Illinois at Urbana-Champaign
Maribeth Kasik, Governor's State University (retired)
Newton Key, Eastern Illinois University
Samantha Kinser, Lewis University
Michelle Marquart, University of Illinois at Urbana-Champaign
Michael (Mike) Maxse, College of DuPage
Tracy Miller, Northern Illinois University
Jamie Nelson, University of Illinois at Urbana-Champaign
Rebecca (Becky) Parton, Lincoln Land Community College
Stephanie Richter, Northern Illinois University
Sol Roberts-Lieb, Carle Illinois College of Medicine
Roger Runquist, Western Illinois University
Megan Rushing, University of Illinois at Urbana-Champaign
Candice Solomon-Strutz, University of Illinois at Urbana-Champaign
Dan Steward, University of Illinois at Urbana-Champaign
John Stryker, Oakton Community College
Umit Tursun, University of Illinois at Urbana-Champaign
Elizabeth (Liz) Villarreal, Northeastern Illinois University
Lori Wendt, Parkland College
Stephanie Wilson, McHenry County College
Justin York, University of Illinois at Urbana-Champaign
Andy Young, University of Illinois at Chicago
TARGET AUDIENCE LEVELS

Beginner: For those who have little or no familiarity with the topic

Intermediate: For those with some basic skill or knowledge of the topic

Advanced: For those with previous, working practice or knowledge of the topic

PRE-CONFERENCE WORKSHOPS

Tuesday, May 21 | 9:00-11:30 am

Advance registration required ($30 fee).

W1. Making Text about Graphics and Symbols for Improved Accessibility

Presenters: Ahmet Ilci, Natalie Lloyd, and Peter Tijerina, University of Illinois at Urbana-Champaign
Location: Room Technology Room
Target Audience: Beginner

Do you use graphics or symbols in your course? How accessible are they to visually impaired users? Many online courses contain graphics and symbols that are not easily converted into text. We go through the process of making graphics and symbols screen-reader compatible. We open the workshop to a discussion of graphics and symbols that attendees use in their courses. This workshop is for teachers who use graphics and symbols in online courses.

Need to Bring: Personal computer. If you have an online course or a file with an example of the types of graphics or symbols you use, that would be useful.
Software/Apps: There are no special apps or software needed, however, you will need to be able to show us an example of the diagrams or symbols you work with in your field, so a file with those in it would be helpful. If you have an online class already, being able to open the LMS where that course is located would be beneficial.

[CANCELED] W2. Creating Role-Play Simulations for Your Classroom

Presenter: Tim Wedig, University of Illinois at Urbana-Champaign
Location: Innovation Room
Target Audience: Beginner

Experiential exercises such as roles-plays and simulations have been used in classrooms for many years. The simulations are intended to enhance learning outcomes for students, providing a laboratory-style learning experience for students in the classroom. These learning exercises have been shown to raise student motivation and increase involvement and commitment to the course material.
Need to Bring: A laptop would be helpful.
Software/Apps: No special software required.

W3. From Inspiration to Realization: Developing an Active Learning Classroom Initiative on Your Campus

Presenters: Ava Wolf and Robert Baird, University of Illinois at Urbana-Champaign
Location: Humanities Room
Target Audience: Intermediate

Years of research has produced a solid body of evidence supporting the benefits of active learning in the classroom, but it wasn’t until recently that the design of the classroom itself came to be recognized as a critical part of the active learning process. Many campuses want to develop active learning classrooms but it can be hard to get this initiative started. In this fun and interactive workshop, participants will gain a solid understanding of the people and processes involved in leading or participating in an active learning classroom initiative on their campus. Everyone will walk away with resources and ideas they can use right away, and they can stay connected to this support group after the workshop is over.

Need to Bring: A laptop (or similar) is recommended.
Software/Apps: All materials and web resources will be provided.

WE VALUE YOUR FEEDBACK!
Be sure to complete a survey for each session you attend and poster you view.

[Link to Survey]
go.illinois.edu/fsi-survey

An overall conference survey will be sent out after the conference.
PLENARY EVENTS

Tuesday, May 21

11:45 am-1:15 pm | WELCOME LUNCH & KEYNOTE PRESENTATION | ILLINOIS BALLROOM

Opening Remarks and “State of Illinois Higher Ed”: Dr. Kevin Pitts, Director, Vice Provost for Undergraduate Education, University of Illinois at Urbana-Champaign

Keynote Presentation:

KI: Expectations and Realities: Faculty and Student Perspectives on Technology in the College Classroom

Colin E. Suchland, PhD
Professor of Sociology and SOSC Assessment Coordinator,
Lincoln Land Community College

Digital media of all types pervades contemporary culture, from the home to the workplace to the classroom. Within this barrage of information, how do colleges adapt and thrive? Where do faculty and student expectations for the use of technology meet, and where do they diverge? Is there a technology “generation gap” on our campuses? How can instructors make effective use of technology to cut through the noise and reach their audiences? This presentation explores these questions and more – the privileges and pitfalls of teaching in a digital age.

Dr. Colin E. Suchland is a Professor at Sociology at Lincoln Land Community College in Springfield, IL, where he also serves as Team Chair for Academic Assessment and President of the Faculty Senate. As a former education-beat reporter and current college educator, Dr. Suchland has conducted research in generational learning, championed the use of digital technology in the classroom, piloted online and hybridized courses, and led research projects (in conjunction with undergraduate students) on the influence of digital media in everyday life. He is a regular presenter at local and regional conferences in the Midwest. He holds a bachelor’s in communication/journalism as well as a master’s and doctorate in Sociology from the University of Missouri.
Wednesday, May 22

11:30 am-1:00 pm | LUNCH & KEYNOTE PRESENTATION | ILLINOIS BALLROOM

Opening Remarks: Dr. Michel Bellini, Director, Center for Innovation in Teaching & Learning, University of Illinois at Urbana-Champaign

Keynote Presentation:

K2. Pedagogical Sleuthing: Using your Powers of Observation as a Gateway to Creative Classroom Engagement

Alison F. Doubleday, PhD
Associate Professor
Department of Oral Medicine and Diagnostic Sciences
University of Illinois at Chicago, College of Dentistry

The push to be "innovative" in the classroom can be a motivator for teachers to try new technologies and novel approaches to learning. It takes a lot of courage to try something new and these efforts typically require a great deal of investment from instructors in terms of time, energy, and patience. How do you decide what to try and how do you plan for implementation? More importantly, how do you know when to stay the course, when to make changes, and when to abandon efforts or do things completely differently? In this session we will discuss how great classroom "detective-work" can foster transformative learning experiences. Specific examples will be provided to demonstrate how continuous observation of classroom activities can lead to incorporation of new technologies, modification of existing activities, or incorporation or retention of low-tech solutions to promote student success.

Dr. Alison Doubleday is an Associate Professor in the Department of Oral Medicine and Diagnostic Sciences at the University of Illinois at Chicago, College of Dentistry where she teaches human gross anatomy and embryology to first-year dental students. An anthropologist by training, Alison started her journey in the academic world as an archaeologist. Although she loved the work she was also easily distracted and moved into explorations of ancient DNA and comparative primate genetics during her time as a graduate student at Indiana University. After accepting a teaching assistant position for the undergraduate human anatomy course at Indiana University, Alison discovered her love for anatomy and developed a true passion for teaching. She taught Gross Anatomy for the Indiana University School of Medicine from 2008-2010 and has been at the UIC College of Dentistry since the summer of 2010. In addition to teaching anatomy and embryology, Alison is involved in curriculum design and development within the UIC College of Dentistry. Her current research interests include investigations of the role that technology plays in shaping classroom interactions and collaboration and the use of positive reinforcement for building motivation for learning.

SESSION DESCRIPTIONS
Tuesday, May 21 | Concurrent Sessions I | Starting at 1:30 pm

1. MAKAR 101: Creating Your Own Augmented Reality and Virtual Reality Application for Free

Presenter: Mfon Akpan, Harold Washington College  
Location: Technology Room  
Length: Single session (45 minutes)  
Target Audience: Beginner

MAKAR Editor is free software that allows users to create and edit augmented reality and virtual reality experiences without having to write computer software code. It is user-friendly and can be used as an active learning tool in and out of the classroom. Participants will learn how to use the MAKAR editor software and mobile application.

Need to Bring: A web-enabled mobile phone or tablet. Download the MAKAR application which is available for IOS and Android.

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38. Accessibility Best Practices: Round Table Discussion

Presenter: Lori Wendt, Parkland College  
Location: Innovation Room  
Length: Single session (45 minutes)  
Target Audience: Beginner

Accessibility is a huge topic at educational institutions these days as well as at most conferences. There is a lot of information to take in and understand. Who’s responsible for inaccessible content? Why is this just now a “thing” if it’s been on the books for so long? Bring your questions/answers/best practices and let’s talk about how we are implementing accessibility at our institutions.

Need to Bring: Nothing, just topics to discuss!

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3. Follow-up Q&A with Keynote Speaker Colin Suchland

Presenter: Dr. Colin Suchland, Lincoln Land Community College  
Location: Humanities Room  
Length: Single session (45 minutes)  
Target Audience: All
This is follow-up to Dr. Suchland’s keynote presentation titled, “Expectations and Realities: Faculty and Student Perspectives on Technology in the College Classroom” where attendees will have the opportunity to engage in conversation with him and learn more about the topic.

4. Getting Back to Basics: Going Low-Tech with High Results

*Presenters:* Laurenn York, Gillian Bauer, and Laura Anderson, Lincoln Land Community College  
*Location:* Alma Mater Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Beginner

While educators tend to focus on the latest advances in technology, technology doesn’t just mean computers and smart phones. How can we engage students who lack technological literacy or have limited access to technology? Furthermore, how can we promote active learning in low-tech classrooms? This session addresses these questions by providing low-tech strategies to promote active learning. Participants will leave with active learning strategies that don’t require a heavy tech investment from either students or instructors.

*Need to Bring:* Smartphone with camera recommended

Tuesday, May 21 | Concurrent Sessions II | Starting at 2:30 pm

5. Just Discuss: Leading Educationally Sound Online Discussion Boards

*Presenters:* Dr. Paula Jo Belice, Rush University, and Fatenah Issa, Orbis Education  
*Location:* Technology Room  
*Length:* Double session (90 minutes)  
*Target Audience:* Intermediate

When teaching an online or hybrid/blended course, there is a responsibility to design and provide a sound learning experience. The discussion board is one such method to utilize for student-student and faculty-student dialog. As a main tool incorporated into online courses, much planning and forethought are required to ensure successful implementation. This presentation offers participants an opportunity to learn more about discussion boards and how to properly implement them to support the online experience.

*Need to Bring:* laptop, tablet, or smartphone  
*Software/Apps:* None
6. Beyond SETs: Upping Your Teaching Game through Student Feedback

Presenter: Claire C. Lamonica, Illinois State University
Location: Innovation Room
Length: Double session (90 minutes)
Target Audience: Beginner

Student Evaluations of Teaching (SETs) are fraught with doubt, peril, and emotion, making it difficult to use them to improve our teaching. In this session you’ll learn about a process for soliciting student feedback that really can make a difference. After a brief overview of recent research, the bulk of the session will be spent engaging with the process so you can use it in your own classroom.

Need to Bring: Participants can use any device that produces text, including pen and paper!
Software/Apps: No software or apps required.

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7. Microsoft Excel in the Classroom: Calculating Weighted Final Grades

Presenter: Dr. David Diego Rodriguez, University of Illinois at Chicago
Length: Double session (90 minutes)
Location: Humanities Room
Target Audience: Beginner

In this session, you will learn how to write formulae in Microsoft Excel in order to calculate the final grade regardless of total grade breakdown. The syllabus states the final grade breakdown consists of 20% Class Participation, 20% Homework, 20% Quizzes, and 40% Exams. How do you calculate the final grade for all your class sections, 80-100 students total without using a calculator?

Need to Bring: Laptop with Windows/Mac OS and Microsoft Excel
Software/Apps: Microsoft Excel sheets and formulae at ddr:people.uic.edu/documentos/default.html

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8. Tech Enhanced vs. Tech Less: A Reflection on My Teaching Practice through Action Research

Presenter: Ana M. Contreras, Harper College
Length: Single session (45 minutes)
Location: Alma Mater Room
Target Audience: Beginner
The project involves English Composition courses held during the Fall of 2018. One class was focused on the use of tech-enhanced tools to instruct and engage students. The second course involved less technology but still engaged students with active learning strategies. The courses covered the same topics, but the assignments and in-class activities varied depending on the emphasis of technology. This presentation will involve sharing some of the strategies I used in the class and reflections on how this project impacted my teaching practice.

*Need to Bring:* Laptop, Tablet, Smartphone, Coin with web browser  
*Software/Apps:* Participants do not need to download the software to participate in the session but can if interested... Emaze: [https://www.emaze.com/](https://www.emaze.com/) | Answer Garden: [answergarden.ch](https://answergarden.ch) | Microsoft Sway: [https://sway.office.com/](https://sway.office.com/) | IFAT (Immediate Feedback Assessment Tool) [http://www.epsteineducation.com/home/about/default.aspx](http://www.epsteineducation.com/home/about/default.aspx)

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9. Lightboard: Your Whiteboard for Video

*Presenters:* Eric Schumacher, Clark Young, Kevin Southworth, Michael Harris, and Liam Moran  
*University of Illinois at Urbana-Champaign*  
*Location:* Knowledge Room  
*Type:* Drop-in Session  
*Target Audience:* Beginner

Visit the University of Illinois Lightboard at FSII! The media team from the Center for Innovation in Teaching & Learning will be holding demos and allowing sample recordings with the technology throughout the day.

*Need to Bring:* Nothing  
*Software/Apps:* None

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**Tuesday, May 21 | Concurrent Sessions III | Starting at 3:30 pm**

10. The Impact of Approachability: A study of online instructor dispositions

*Presenters:* Hannah Fishburn and Kasey Laughlin, Greenville University  
*Location:* Alma Mater Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Beginner

Connections between instructors and students are more challenging to build in an online environment. Since connections are proven to boost student success and retention rates,
instructor approachability is essential. We survey students to find relationships between their past school experiences, self-perception, instructor perception, and class and program success. We report findings and focus specifically on dispositions and instructional practices that lend to increased instructor “approachability.” Helpful technologies will also be presented.

Need to Bring: No special device needs
Software/Apps: No special software needs

13. From the Classroom to Career: Simulations in Child Advocacy Studies

Presenters: Dr. Betsy Goulet and Taylor McCarthy University of Illinois Springfield
Location: Knowledge Room
Length: Single session (45 minutes)
Target Audience: Beginner

Albert Einstein once said “Learning is Experience. Everything else is just information. Experiential learning has grown significantly across universities as a way for students to step into roles and use critical thinking to solve some of society's more wicked problems. In the Child Advocacy Studies curriculum at the University of Illinois Springfield, students have the opportunity to utilize the University's residential simulation lab where they “work a case” making decisions about safety and learning the process for making a mandated report of child maltreatment. Facilitators (instructors) use Problem-based learning to encourage students to distinguish between facts and hunches, and hypotheses. The residential simulation lab provides a realistic environment, complete with evidence that factors into their decision-making.

Need to Bring: No devices needed
Software/Apps: No special software of apps needed


Presenters: Susan Jones and Lori Wendt, Parkland College
Location: Alma Mater Room
Length: Single session (45 minutes)
Target Audience: Beginner

Students come to us with widely varying ranges of skills and independence. We can design “fault-resistant” courses where they can reap benefits of developing time management skills, and practice different ways to engage in learning and express their knowledge and understanding. | Specifically we'll practice designing structured assignments, policies which develop accountability without mistakes being fatal, creative use of LMS elements for rehearsal, and creating & using images and multimedia (addressing accessibility) to foster student success.
**I4. Sway Your Way To Better Learning**

*Presenter:* Dr. Tom Grissom, Eastern Illinois University  
*Location:* Humanities Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Beginner

Microsoft Sway is an adaptive digital storytelling tool that lets students and teachers focus on content over format. This free Office 365 tool combines text, images, video, and other embedded content to tell a story. Think of Sway as an alternative to PowerPoint that is super quick and easy to use. Turn your students into digital creators and the learning possibilities are endless. Sways readily adapt to different screen sizes and are mobile phone friendly.

*Need to Bring:* Sways can be created and/or viewed on a PC, Mac, iOS, Android, or Chromebook device making it perfect for BYOD environments.  
*Software/Apps:* Device not required but to participate in Sway creation an internet connection, modern browser, and an Office 365 or personal Microsoft Account are required to create and edit your own Sway.

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**Tuesday, May 21 | Concurrent Sessions IV | Starting at 4:30 pm**

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**II. The AHA Moment – Insight Creation from Data**

*Presenter:* Sajna Ibrahim, University of Illinois at Chicago  
*Location:* Technology Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Intermediate

This session gives a comprehensive view on how insight creation from digital data can be facilitated through a structured process resulting in storytelling through visualizations. Using industry prevalent technologies as Tableau and IBM Watson Analytics, this provides a hands on understanding of how to leverage these to train students and further student success.

*Need to Bring:* Laptop with Internet access
15. Sponsor Spotlight: Adobe
Transform Your Ideas into Stunning Visual Stories and Video Using Adobe Spark and Premiere Rush

Length: Single session (45 minutes)
Presenter: Jill Gray, Senior Customer Success Manager, Adobe Education
Location: Innovation Room
Target Audience: All

Learn how to integrate Adobe Spark and Premiere Rush easily into your classroom. Adobe Spark is an online web page builder that comes with your Creative Cloud membership. It’s perfect for creating beautiful, interactive online experiences for internal and external presentations. Premiere Rush is a new app for creating and sharing online videos, so easy you can do it on your phone, but it works across all devices.

Wednesday, May 22 | Concurrent Sessions V | Starting at 8:30 am

19. Creating Inclusive Documents: Going Beyond the Accessibility Checker

Length: Single session (45 minutes)
Presenter(s): Samantha Kinser and Lisa Caldwell, Lewis University
Location: Alma Mater Room

Looking to make your documents more inclusive? Grounded in the educational framework of Universal Design for Learning, this interactive workshop assists faculty in using features available in Microsoft Word and PowerPoint to create accessible documents. Participants will learn how the fundamental design elements of their documents impacts student learning. Bring your own device with Microsoft Word and PowerPoint and be ready to create accessible hyperlinks, headings, lists, tables, and images.

Target Audience: Beginner
Need to Bring: Please bring a laptop or tablet.
Software/Apps: Please be sure to have Microsoft Word and Microsoft PowerPoint 2013 or higher (2016 preferred).

20. Sponsor Spotlight: Mersive
Wireless Collaboration with Solstice

*Presenter:* Ryan Shannon, Mersive Regional Sales Director - Midwest  
*Location:* Knowledge Room  
*Length:* Single session (45 minutes)

An introduction and demonstration of Solstice, the wireless collaboration technology that is gradually being deployed in learning spaces.

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**Wednesday, May 22 | Concurrent Sessions VI | Starting at 9:30 am**

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**22. Beyond Google: Strategies to Get Students Using Quality Sources**

*Presenter:* Sally LaJoie, University of Illinois Springfield  
*Location:* Technology Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Beginner

With library search tools providing more resources in simpler interfaces, finding and evaluating quality information sources has become increasingly difficult. Students today struggle with applying critical thinking skills to their research, whether it’s in their personal or academic life. In this session, we will discuss how search tools can simultaneously help and hinder the research process and brainstorm ideas to create or revise assignments that can help your students find and use quality information sources.

*Need to Bring:* None  
*Software/Apps:* None

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**23. Sponsor Spotlight: Blackboard**

**Blackboard Learn Ultra: How to Engage with Students and Improve Teaching**

*Presenter:* Edgar Gonzalez, Blackboard Client Success Manager  
*Location:* Innovation Room  
*Length:* Single session (45 minutes)  
*Target Audience:* All

Blackboard Learn Ultra brings efficiency to day-to-day tasks for students and faculty. This new user experience offers significant benefits that aim to optimize workflows and offer new ways to facilitate teaching and learning. Regardless of whatever device is used, the Ultra Experience empowers instructors with tools that excite learners. It’s flexible and easy to use for managing
content and assessing outcomes. Join us and find out what the Ultra Experience is all about and how it can significantly improve the way to teach in Blackboard Learn.

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**24. The OER Faculty Fellows Program at UIS**

*Presenters:* Carrie Levin, Betsy Goulet, JD Holland, Jessica Bonnett, Tiffani Saunders, University of Illinois Springfield  
*Location:* Humanities Room  
*Length:* Single session (45 minutes)  
*Target Audience:* Beginner

In the Spring of 2018, the Center for Online Learning Research, and Service at the University of Illinois Springfield announced an Open Educational Resources (OER) Fellows Program for faculty. The initiative serves to reduce or eliminate students’ textbook costs by increasing the adoption and use of OERs in classes. This session includes a panel discussion with several UIS OER Fellows who will outline the process of adopting high quality, accessible OERs to replace textbooks.

*Need to Bring:* Nothing  
*Software/Apps:* [https://www.uis.edu/colrs/teaching/colrs-open-educational-resources-oer-fellows-program-for-individual-faculty/](https://www.uis.edu/colrs/teaching/colrs-open-educational-resources-oer-fellows-program-for-individual-faculty/)

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**18. Authentic Learning: Experiential & Inquiry-Bases Learning in Online and Blended Courses**  
*Length:* Single session (45 minutes)  
*Presenter(s):* Tracy Miller, Northern Illinois University  
*Location:* Humanities Room

When designing an online or blended course, remember everything doesn’t have to happen online, in class or in isolation of the world around us. You can create authentic experiences for your students, such as field experiences, real-world activities, and genuine, skill building tasks. In this session, we will explore ways to craft authentic experiences and assessments for your students. Plus, we will look at how these experiences align with your course learning objectives.

*Target Audience:* Intermediate  
*Need to Bring:* No special devices are necessary  
*Software/Apps:* No software or apps are necessary

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**25. Thinking Inside the Boxes: Interactivity Using HTML5, CSS3 and JavaScript**
Length: Single session (45 minutes)  
Presenter(s): Doug Mills, University of Illinois at Urbana-Champaign  
Location: Alma Mater Room

HTML5, CSS3 and JavaScript are the workhorses of the web, but with some creativity and an intermediate level of understanding (or a willingness to learn more!) they can be used to create standards-compliant interactive and even accessible learning activities. In this session, we will explore examples of such learning activities and brainstorm possibilities for developing new activities. Code examples will be included, but this is not a coding workshop.

Target Audience: Intermediate  
Need to Bring: No special devices required.  
Software/Apps: No special software required. Participants who want to go hands on during the presentation can use their favorite text editor or whatever they like to use for editing HTML code.

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26. Critical Thinking for Beginners

Presenter(s): Laurie M. Erickson, Blitstein Institute of Hebrew Theological College and Harold Washington College  
Location: Knowledge Room  
Length: Single session (45 minutes)  
Target Audience: Intermediate

Critical thinking is an important skill for college students. I will describe a project named Evaluation of Scientific Merit which gives give students the incentive to find and evaluate examples of scientific reports. Students learn to look beyond the headlines, to observe the context and to draw clear distinctions, all important components of critical thinking. This presentation will explain the assignment and show several student examples of the results.

Need to Bring: No devices needed  
Software/Apps: None

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17. Managing Online Course Developments with Quality Matters

Length: Single session (45 minutes)  
Presenter(s): Lirim Neziri and C. Andrew Glenn, University of St. Francis

Learn how to improve your institution’s course development and review process using Quality Matters and Docusign. Participants in this session will learn how to: 1) manage course development contracts through Docusign and 2) help faculty improve the quality of online
courses using the Quality Matters course review standards. The session will also provide strategies for collaborating with faculty during the course development and review processes.

**Target Audience:** Beginner

**Need to Bring:** No devices needed.

**Software/Apps:** Participants may want to consult to the Quality Matters website: www.qualitymatters.org || They may also want to consult the Quality Matters Specific Review Standards for Higher Education:
https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf

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### 31. Education In A Virtual Wonderland

**Presenters:** Mfon Akpan, National Louis University and Elijah A. Obasanya, AnthroPod

**Length:** Single session (45 minutes)

**Target Audience:** Intermediate

**Location:** Knowledge Room

We live in a world where students are growing up with all types of engaging and immersive technology. All of which are craving for their attention. Students need a new learning environment that immerses them in a way that is both exciting and educational, and virtual reality is that perfect medium! Join us to find out how you can add virtual reality to your lesson plans.

**Need to Bring:** No devices necessary.

**Software/Apps:** An implementation where my personal pc can be connected to your presentation system. All software is preloaded on our PC. || If this cannot be done: the software are as follows. || General Oculus App - https://www.oculus.com/setup/ || Sharecarevr: https://www.oculus.com/experiences/rift/1656800021020362 || nanome: https://www.oculus.com/experiences/rift/1873145426039242

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### 34. Free Software Tools for Teaching and Learning

**Length:** Single session (45 minutes)

**Presenter(s):** Stephanie Richter, Northern Illinois University

**Location:** Alma Mater Room

Many of the software tools that are the most useful in the classroom are unfortunately also quite expensive. Fortunately, free technologies are plentiful now, and can easily replace expensive proprietary software. However, it is important for you to be cautious about using a
new tool just because it is free. This session will showcase some amazing free tools, help you find other tools in the future, and offer tips for evaluating technology before adopting it.

**Target Audience:** Beginner

**Need to Bring:** No special devices necessary

**Software/Apps:** Nothing needed in advance; tool recommendations will be entirely browser based or will be downloaded/installed during the session

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### 35. The Office 365 Experience

**Length:** Single session (45 minutes)

**Presenter(s):** Heather O'Leary, Rebecca Olson, and Kristen Grimes, Illinois State University.

**Location:** Knowledge Room

Does your campus use Office 365? Are you curious, but not sure how to integrate it into your teaching? Join us to see how two English instructors, working with ISU's Administrative Technologies, have been using Microsoft Teams, OneNote, and OneDrive in their English 101 classes to create a paperless learning experience. We will share some tips and tricks, lessons learned, and provide some hands-on examples.

**Target Audience:** Intermediate

**Need to Bring:** Laptop preferred

**Software/Apps:** Although we cannot give external users access to ISU’s Microsoft Teams or OneNote, you can test out a demo for Teams at https://teamsdemo.office.com/. If you have access to Office 365, you can access Microsoft Teams at http://teams.microsoft.com or OneNote at https://www.onenote.com with your university login. Please note that you will need a Teams for the Classroom team in order to use the assignments feature. Please make sure to use Chrome or Firefox when accessing for best performance.

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**Wednesday, May 22 | Concurrent Sessions VII | Starting at 1:15 pm**

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### 27. Theoretical and Practical Considerations for the Development and Use of Serious Games in Health Professions Education

**Length:** Double session (90 minutes)

**Presenter(s):** Gerald R. Stapleton, University of Illinois at Chicago | Eric Bauman, Adtalem Global Education | Elizabeth Kachur, Medical Education Development Global Consulting

**Location:** Room Technology Room
Games for learning, sometimes referred to as Serious Games, are becoming increasingly popular at all training levels. Some of the virtues noted are that they help engage learners, challenge them, address complexities and provide ongoing feedback. Furthermore, they add an element of “fun” which is likely to grow into a motivational force. Yet, when dealing with something so serious as health professions training or faculty development, some people may consider their use as inappropriate and waste of time. Others may be concerned that games will add more competitiveness to an already overly competitive world. This workshop will address some basics about games for learning. It will cover definitions, characteristics, standards, types of games and curriculum fit.

Target Audience: Beginner
Need to Bring: Participants will need no special devices. Software/Apps: No special software will be needed.

28. Keepin' It Fresh: Ensuring Online Course Quality Over Time
Length: Single session (45 minutes)
Presenter(s): Lindsey Sharp, Whitney McComas, Anya Kanevskaya, Jamie Courter, Maryalice Wu, University of Illinois at Urbana-Champaign

What is the shelf life on an online course? How can we work to assure that our students are receiving high-quality online education when subject matter, instructional staff, best practices, and available technologies change rapidly? In this session we will outline our ever-improving process of proactive maintenance, gathering student and instructor feedback, and constantly making small (or large) adjustments to our online course offerings.

Target Audience: Beginner
Need to Bring: Laptops are recommended

21. Elementals: Using Game Elements to Inform Instructional Design

Length: Double session (90 minutes)
Presenter(s): Cameron Wills, Northern Illinois University
Location: Lincoln Room

What, if anything, do games have to teach us about instructional design? What motivates students to spend 10 hours or more a week playing games? Can we harness the elements of good games and achieve the same dedication? In this interactive session, come explore these questions and discover how elements of good games can help your students learn through cooperation, strategy, competition, and creativity! Breathe a new energy into your most difficult course topics! Bring your own ideas and questions to the table as we create our own game-based solutions to instructional design problems.
Target Audience: Intermediate
Need to Bring: No special devices necessary - mobile devices and laptops welcome
Software/Apps: No special software necessary - Backchannel Chat app/web optional - https://backchannelchat.com/

30. Follow-up Q&A with Keynote Speaker Alison Doubleday

Length: Single session (45 minutes)
Presenter: Dr. Alison Doubleday, University of Illinois at Chicago
Target Audience: All
Location: Alma Mater Room

This is follow-up to Dr. Doubleday’s keynote presentation titled, “Pedagogical Sleuthing: Using your Powers of Observation as a Gateway to Creative Classroom Engagement” where attendees will have the opportunity to engage in conversation with her and learn more about the topic.

Wednesday, May 22 | Concurrent Sessions VIII | Starting at 2:15 pm

33. Sponsor Spotlight: Desire2Learn (D2L)
The Power of Rubrics for Online Discussion Assessment

Length: Half session (25 minutes)
Presenter: Kathy Wullstein, Senior Customer Success Manager, Desire2Learn
Target Audience: All

When my online course enrollment doubled, it was time to find a more efficient and effective way to assess student discussions. Using the Rubric tool in Brightspace provided a quick, consistent assessment method, that also allowed for individual student feedback. Tips and best practices will be shared in this session.

32. Teaching with Mersive Solstice Pods

Type: Drop-in Session
Presenters: Theresa Whittaker and Matthew Drain, University of Illinois at Urbana-Champaign
Location: Lincoln Room

Video presentation and live demonstration for Mersive Solstice pod wireless presentation devices.
Target Audience: Beginner  
Need to Bring: Any device is fine.  
Software/Apps: Download the Mersive app.

29. Engaging Generation Z: How Do We Engage the Digital Generation

Length: Double session (90 minutes)  
Presenters: Dr. Vickie S. Cook, University of Illinois Springfield  
Location: Humanities Room

This highly engaging session will model strategies to engage Generation Z students. Participants will explore classroom engagement, curricular approaches, technology use, communication and employability expectations. A website will be utilized as the presentation tool will provide links to research, videos, and additional readings on this topic. Participants are encouraged to bring a tablet or laptop.

Target Audience: Beginner  
Need to Bring: Laptop or tablet. Any platform works.  
Software/Apps: No special apps are needed for the presentation. A website will be provided for participants for all presentation videos and content.

Wednesday, May 22 | Concurrent Sessions IX | Starting at 3:15 pm

36. Organizing for Feedback: Student Submissions in Blackboard and OneNote

Presenter: Craig Russell, University Laboratory High School  
Location: Technology Room  
Length: Single session (45 minutes)  
Target Audience: Intermediate

Assessing and providing feedback for electronic student work (especially work that is not text) can be complicated. I will discuss how decisions you make in setting up course space in Blackboard or OneNote, as well as tools within each platform, can make it easier to give student feedback that can advance their learning.

Need to Bring: Laptop or tablet  
Software/Apps: OneNote (desktop app preferred, but OneNote Online acceptable). If attendees send their email address (to hcrussel@illinois.edu) in advance, I will make them “students” (if a University of Illinois email address) or “observers” of a OneNote class.  

Duo 2FA for...
participants who normally have to use 2FA. University of Illinois participants who send contact information in advance will be given access to an Illinois Compass (Blackboard) demonstration course.

37. Virtual Reality Assignments for Non-Programmers

Presenters: Andrew Wilson, University High School, Jamie Nelson, University of Illinois Urbana-Champaign, Jim Wentworth, University of Illinois Urbana-Champaign  
Location: Innovation Room  
Length: Single session (45 minutes)  
Target Audience: Beginner  

This session will introduce easy entry points to explore virtual reality assignments within any course. We'll look at free online 3D modeling tools like Tinkercad, virtual tour creation tools, and we'll explore the potential for 360 video projects. Participants will have the opportunity to view examples of VR projects using Oculus Headsets. In addition, we'll encourage hands-on exploration of these tools, and collectively we'll discuss the variety of assignments these technologies enable.  

Need to Bring: Laptop or mobile device with modern browser  
Software/Apps: Participants should create accounts for the following web applications:  

40. Maintaining Academic Integrity in Online Education

Presenters: Marc Thompson, University of Illinois at Urbana Champaign and Lauren Botts-Posey, ProctorU  
Location: Lincoln Room  
Length: Single session (45 minutes)  
Target Audience: Beginner  

This session will explore the heightened need for identity verification and academic integrity standards in an online course setting. Using examples from the University of Illinois, we'll discuss strategies for designing online assessments to address academic integrity challenges in specific learning contexts and learning management systems. We'll also discuss the role of online proctoring in course design and delivery, varying modalities of proctoring, and related methods for training and preparing faculty.  

Need to Bring: Nothing  
Software/Apps: www.proctoru.com
39. Slack: Using a Startup Work Flow Tool to Organize Transdisciplinary Medical Research

Presenters: Richard E. Barrett, Sienna Moraraitry, Gelila Goba, Maya Patel, Ramesh Koganti, Jay Srinivas, Johnny Gao, Hassan Saleemi, University of Illinois at Chicago
Location: Knowledge Room
Length: Single session (45 minutes)
Target Audience: Beginner

Slack, a cloud-based collaboration hub (www.slack.com) for startup ventures, can organize communications, meetings, work flow and data archiving. We have used Slack in our transdisciplinary Human Papilloma Virus in Mexico Research Project since January. This presentation will show how Slack was used, how it works in the UIC Microsoft environment, and how it changed the nature of the research effort and interactions between group members.

Need to Bring: Laptop or mobile device (Slack works on both)
Software/Apps: Slack laptop or mobile version, available at slack.com. Participants can download the app before or at the beginning of the session.

41. “Future of FSI” Committee Meeting (Open to All)

Presenters: FSI Co-chairs Mfon Akpan and Robert Baird, and Conference Coordinator Michelle Marquart
Location: Humanities Room
Length: Single session (45 minutes)

Join members of the FSI Steering Committee for an informal discussion about this year’s conference and an opportunity to provide input for future conferences. What would you like to see stay the same? What would you like to see change? What topics should be covered?

Need to Bring: Nothing
Software/Apps: None
POSTER DESCRIPTIONS

All are located in the “Recharge Room” (Chancellor Ballroom) both days.

**P1. Illinois Distributed Museum Interns: Digital Learning and Engaging Public Audiences**  
*Presenter:* Kristen Allen, University of Illinois at Urbana-Champaign  
*Target Audience:* Beginner

The Illinois Distributed Museum tells the stories of innovation from the University of Illinois via a responsive website. Much of the content has been developed by community members, including student interns this past academic year. Public History Interns have learned about writing for public audiences and digital learning pedagogies. Come observe the Illinois Distributed Museum and hear about how the internship program was designed.

**P2. Risk Tolerance and Cheap Talk in the College Classroom**  
*Presenter:* Maria A. Boerngen, Illinois State University  
*Target Audience:* Beginner

This study seeks to identify the characteristics that affect students’ risk tolerance, and to measure the effect of “cheap talk” on classroom communication and students’ perception of classroom activities. The results of this study may inform efforts to encourage students as they navigate the challenging and unfamiliar college environment and take risks in their learning.

**P3. Guideline to Design Accessible MOOC Materials**  
*Presenters:* Jinhee Choo, Rajkumar Gosai, Andrew Ing, Claire Kelly, Sulaiman Sanaullah, and Baylee Shepherd, University of Illinois at Urbana-Champaign  
*Target Audience:* Beginner

Online course materials are not always accessible for students with disabilities, such as visually or hearing impaired individuals. At the eLearning office at the Gies College of Business, we work to provide an accessible and robust online educational experience. This poster will provide viewers with methods to improve the accessibility of MOOCs to engage all students. We will guide the audience through our process of copy editing, converting documents and videos to accessible HTML and distributing ePub while ensuring compliance with accessibility specifications.

**P4. ALC & Me?**  
*Presenters:* Lisa Dallas, Steve Brantley, and Todd Bruns, Eastern Illinois University.  
*Target Audience:* Beginner
This poster will engage viewers with an interactive learning game involving matching selected classroom configurations with active learning classroom activities. The game will stimulate discussion of active learning techniques, creative use of space, and encourage participants to apply pedagogies for productive learning adapted to different classroom configurations. Participants will learn best practices for adapting activities to learning spaces, and tips and tricks for making the best use of the space available whether it is static or flexible. The information and activities presented in this poster are inherently interdisciplinary, with a strong focus on student success.

P5. Technology in Healthcare, Research and Education

Presenters: Dr. Assaf Y. Dvorkin, Blitstein Institute of Hebrew Theological College and National Louis University; Tamar Cohen and Hannah Shapiro, Blitstein Institute of Hebrew Theological College

Target Audience: Intermediate

The presentation introduces a cross disciplinary course, offering insight from few perspectives. The course introduces students with the ongoing revolution in technology in relation to research, medicine, and education. Students are encouraged to exercise critical thinking in regard to evidence for technology efficacy, potential, and cost effectiveness, while using a researcher, therapist, and patient perspectives. The course could be beneficial for students who study various fields such as Occupational and Physical therapy, Psychology, and Bioengineering.

P6. Assessing Opportunities for an Equine Science and Management Program

Presenters: Dr. Jennifer Earing, Dr. Michelle Kbler, Madalynn Camp, and Susie Thompson, Illinois State University

Target Audience: Intermediate

A recent study of the equine industry in the US showed an increase in economic impact of $102 billion to $122 billion from 2005 to 2017, respectively (American Horse Council). Equine-focused university programs can provide students specialized training, making them more marketable employees in the equine industry, which accounts for nearly 1 million jobs throughout the country. The Department of Agriculture at Illinois State University is considering the development of such a program for equine interested students. The objective of this research is to investigate potential demand for and requirements of a sequence in Equine Science and Management. To identify courses necessary in such a program, a nationwide review of equine programs will compile parameters of interest including program enrollment, student demographics, type and number of equine-specific courses offered, faculty requirements, facility attributes, availability of equine-related extracurricular activities, internship opportunities, and post-graduation job placement status. Additionally, a questionnaire will be administered to current Illinois State students to understand their interest in equine classes/programs. Results from this study will lay the foundation for an equine program at Illinois State and inform faculty responsible for course and sequence development. An equine program at Illinois State would not
only increase enrollment in the Department of Agriculture by bringing in a new group of students, but also provide additional learning opportunities to the current students at the university.

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**P7. Adapting LAS Education to Meet 21st Century Needs**

*Presenters:* Michelle Rome, University of Illinois at Urbana-Champaign and Andrea Pellegrini, University of Illinois System  
*Target Audience:* Beginner

There is a growing need to train graduates to have 21st century skills (p21.org), including collaboration, creativity, critical thinking, and communication, in an ever-evolving and digitally connected world. The ATLAS Internship Program supplements traditional LAS education with the applied use of technology, a growing need in today’s workforce. Visit the poster to see what’s been accomplished and how you can incorporate experiential learning opportunities into your program too.

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**P8. Using Wikipedia in the College Classroom to Teach Writing and Editing**

*Presenter:* Dr. Melony Shemberger, Murray State University  
*Target Audience:* Beginner

The crowd-sourced site Wikipedia historically is disregarded by the academic community as an unreliable source. However, college courses can help improve Wikipedia. This digital poster presentation will explain how a news editing course applied concepts studied each week in class to edit Wikipedia articles throughout the semester. Students also wrote articles and submitted them for review. Project highlights relating to instruction and assessment will be noted, as well as suggestions on incorporating Wikipedia as an active learning component.

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**P9. Building & Leveraging an Educational Technology Community**

*Presenters:* Adam King, Jason Mock, and Kostas Yfantis, University of Illinois at Urbana-Champaign  
*Target Audience:* Beginner

The main objective of the poster session is to discuss the activities of the “Interest Group for Educational Technologies” (IGET) and how professionals who work in educational technology (instructional designers, edtech specialists, project managers, support specialists, online program administration staff, etc.) can benefit from being members of the group and participate in its events and professional programs. The IGET group currently has a membership of over 100 professionals primarily from the UIUC campus.
#FSIengage

FSI Website
conferences.illinois.edu/fsi

FSI on Social Media
facebook: go.illinois.edu/fsifacebook
twitter: twitter.com/fsi
linkedin: linkedin.com/company/fsi-education-

RECHARGE ROOM
Get “recharged” in our Recharge Room in the Chancellor Ballroom. Open any time you need a break to recharge your devices, check your email, or chat with your colleagues. Coffee and water will be available in this room.